English for New Bostonians

A Public-Private Partnership
Initiated by Mayor's Office of New Bostonians

REQUEST FOR PROPOSALS: Maintaining and Increasing ESOL Services
One Original and Four Copies are due April 27th, 2006, 5:00 P.M. at BALF

Mural by Boston Youth Fund Mural Crew - 1996 – *Saturday Afternoon in Jamaica Plain*

With generous funding by:

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City of Boston   **Staffed by:**

**Boston Adult
Literacy Fund**

Thomas M. Menino, Mayor

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ENB Request for Proposals: Maintaining and Increasing ESOL Services
2006-2008

ENB Established RFP

I. Introduction

The English for New Bostonians Project is a private-public partnership initiated by the Mayor's Office of New Bostonians. The English for New Bostonians (ENB) ESOL Project is requesting proposals from Boston non-profit organizations to offer English for Speakers of other Languages (ESOL) classes. **The goal of this partnership has been to reduce Boston's ESOL waiting list for adults while improving and expanding the capacity and the quality of ESOL services**.

II. HISTORY AND CONTEXT OF THE ENB GRANTS PROGRAM

English for New Bostonians is the products of a far-reaching effort by the Mayor's Office of New Bostonians (ONB) to identify and respond to the most pressing needs of Boston's immigrant communities. In 2001, the ONB, under the leadership of Director Reverend Cheng Imm Tan, worked with the City of Boston's Office of Jobs and Community Services (JCS), the Boston Adult Literacy Fund, and several Boston foundations and corporations to raise money and supply the vision and structure to make English for New Bostonians a reality. ENB was funded during its first cycle by contributions from the City of Boston and grants from the Boston Foundation, Bank of America Charitable Trusts, the Hyams Foundation, Citizens Bank, Verizon and other anonymous funders.

City representatives, representatives of the foundations, and community representatives from the major linguistic groups of Boston's newcomers comprise the Oversight Committee that governs the project. The Boston Adult Literacy Fund and the city's Office of Jobs and Community Services, both of which have extensive experience in funding, managing and providing technical assistance to ESOL programs, staff the project.

During its first four years, ENB had a significant impact on the ESOL system in Boston. By June 2005, ENB had distributed a cumulative total of approximately $2.5 million to ESOL providers. Through its competitive grant competitions, 32 grants were awarded to increase the number of high quality services offered to Boston residents by established ESOL organizations. During the first cycle of ENB from 2001 through 2005, over 700 New Bostonians per year had the opportunity to increase their English proficiency through ENB classes. ENB has also improved the ESOL system by creating a Boston web-based ESOL directory and providing capacity building assistance to community-based ESOL providers

Despite ENB's success, the growing demand for classes called for the continuation of ENB. The English for New Bostonians project launched its second phase of funding and advocacy in June of 2005. The City of Boston, through the Office of New Bostonians, and the Boston Foundation, Bank of America Charitable Trusts, the Hyams Foundation, Citizens Bank, Verizon and other anonymous funders which funded ENB during phase I have committed to another three years of English for New Bostonians. Other funders include The Mabel Louise Riley Foundation, John Hancock Financial Services, Liberty Mutual Foundation, State Street Corporation, Sovereign Bank, NSTAR Electric and Gas, Staples Foundation

for Learning, The Boston Globe, The Highland Street Connection, Clear Channel Outdoor, Comcast and UNICCO Service Company. The Boston Adult Literacy Fund (BALF) administers and is a partner in the project. Kerline Tofuri is the primary staff person for the project. In addition, Joanne Arnaud, Executive Director of the Boston Adult Literacy Fund and ENB Program Committee play an important role in development of RFP's, review of proposals and evaluation of programs.

The Massachusetts Immigrant and Refugee Coalition (MIRA) is also a partner of English for New Bostonians. Claudia Green recently started in her position as Project Director of ENB working to raise public awareness of the need for ESOL as well as to increase financial resources invested in meeting the demand for ESOL services.

This RFP will fund organizations with a minimum of one year experience in providing ESOL services so that they can expand their capacity to serve the linguistic needs of new Bostonians.

III. Description of ENB Grants
1. Principles and Goals of the ENB Grants Program
The ENB Project was formed to help new Bostonians attain an English competency that will allow them to reach their goals as parents, workers, and members of the community.

The English for New Bostonians' Oversight Committee, funding community, and staff are also committed to using our assets to build *communities within the ESOL classroom*. We are providing grants and when applicable technical assistance to community-based/non-profit organizations primarily to increase their ability to offer effective ESOL instruction. We also believe these non-profit organizations will be able to use their enhanced knowledge, capacity, and experience to accomplish additional goals of their constituents.

Since we are committed to opening access to English acquisition in a way that builds the capacity of *communities within the class* and hones individual leadership development, we welcome applications from a broad spectrum of community groups. We plan to fund ESOL projects in a wide range of program settings.

Grant Cycles and Specific Goals for the two-year established grant:
Fiscal Year one starts July 1st, 2006 through June 30, 2007, and the second cycle starts July 1st 2007 through June 30, 2008.
In this RFP, we will fulfill the identified need for access to English instruction by funding proposals that will:
- Maintain the capacity provided by previous ENB funding;
- Increase the number of participants served.
- Support the organizational capacity of programs to increase the quality of the new ESOL slots.

Additional RFPs:
RFP for Emerging Programs:
An RFP to address the needs of programs with limited/no experience in ESOL services is also available. This gives programs with limited ESOL experience an opportunity to apply for funding that does not force them to compete with experienced programs.

ENB Multi-Media ESOL Project:
An RFP for ENB's Multi-Media Project will be available later this spring. The goal of this project is to provide ESOL to students on waiting lists or students who have "stopped out" of their programs through an on-line, multimedia instructional package.

2. Funding & Program Eligibility
*Please note instructions on page 3 for a list of eligible applicants. Any non-profit organization *(including community-based organizations)* located in Boston that already offers ESOL instruction is eligible to apply. **Preference** will be given to programs where at least 75% percent of their learners are Boston residents.

This RFP is designed for the following groups:
- Established, publicly funded organizations with a minimum of one year experience in offering ESOL
- Established, privately funded organizations with a minimum of one year experience offering ESOL
- Partnerships or collaborations of such ESOL programs
- Programs serving low-income adults; including programs serving young adults of 18-21 years old who lack language skills to obtain a high school diploma and/or to enroll in higher education classes and job training programs. Programs that currently enroll young adults in their ENB classes must give priority to immigrants who are newly arrived and have lived in Boston for less than 2 years.

• Programs must offer free or low-cost classes; cost for materials cannot be over $80.00 per slot. If your program charges a fee for classes, please include the rationale.

• All applicants must have 501(c) 3 status or a fiscal conduit with that status. All applicants must provide documentation of their 501(c) 3 status.

• All applicants must demonstrate that their proposal will provide at least 15 new ESOL slots.

• Instructional intensity correlates strongly with student progress. While the ENB prefers that funded programs provide a minimum of five hours of classroom instruction a week, we realize that some students' lives prevent their attending class this often. If a program offers fewer than five hours of instruction a week, or less than a 12 week teaching cycle, it must explain why it does so.

• The minimum grant size is $10,000 per year; the maximum grant size is $50,000 per year.

• Collaborating programs must clearly state the mutual benefits that would stem from their collaboration. They must give examples of the added value their collaboration creates for adult learners. Partnerships and collaborations may apply for grants up to $ 70,000 per year.

• Grant allocations are for two years, with second year funding contingent upon satisfactory program performance and availability of funds

IV. Program Eligibility
Examples of Programs That May Apply
This list is meant to help programs decide if applying for this RFP is possible and makes sense for their particular program. It is not meant to be the total list of possibilities.
• *Projects that maintain capacity provided by ENB previous funding*
• *Projects that increase class offerings to reduce waiting list*
• *Classes for learners with strong English oral proficiency but less developed English literacy*
• *Projects that train and supervise advanced students to become tutors or mentored teachers for lower level classes provided that these activities are clearly related to increase in enrollment as well as quality*
• *Projects that train interns from the communities of the learners to become tutors or mentored teachers for lower level classes provided that these activities are clearly related to increase in enrollment as well as quality.*
  • *Collaborations or partnerships between ESOL programs.*
  • *Programs that have a computer lab and provide basic computer skills to learners*

ENB would not consider the Following Programs to be eligible for this funding:
• Programs without a Boston Site for their classes
• Proprietary schools
• Communities colleges

V. Application Requirements and Timeline
• Proposals **must be hand delivered by 5:00 p.m. on** Thursday, April 27th, 2006 at the BALF offices, One Milk Street, Boston, MA 02109. **No proposals will be accepted beyond this time.**

• **An original** and **four** copies of the proposal are required. The original proposal must be clearly marked and must contain all required attachments. The Application Guidelines list the attachments to include with the four other copies.

• The maximum proposal length is ten pages, excluding the Request Summary, the Program Information Form, the Budget Form and Narrative for your request, and the Program Diversity Form. **ENB will not consider proposals over ten pages.**

• Unsolicited attachments are welcome but will not be made available to all readers.

• All programs may submit only one request per program. However, programs with multi-sites may submit more than one request.

Timeline
Copies of the RFP will be available and can be picked up by Wednesday, March 15th, at the Boston Adult Literacy Fund office at One Milk Street, Boston, Mass.; the RFP will also be available on the Mayor's Office of New Bostonians web site at: www.cityofboston.gov/newbostonians and the BALF web site at www.balf.net
•Thursday, March 23rd, 2006 is the Grant Seekers' Forum at the International Institute of Boston from 3:00P.M. to 4:30 P. M.
•Thursday, April 27th, 2006 all proposals are due.
•June 2006 grant award will be announced
• July 1, 2006-Tentative earliest possible start-up date.

VI. APPLICATION GUIDELINES (Review total Points: 100)
Programs that previously applied for ENB grants should answer all questions, but have the option to use sections of their past proposals where they feel it is appropriate.

1. Program Information
Maximum points: 10
• Please complete the attached ENB Program Information Form.

• State the number of adult ESOL slots this project adds to your program.

• Discuss your program's experience in providing ESOL services.

• State your program's key accomplishments, including learner achievements, in the past year.

2. Statement of Need
Maximum points: 20
Demonstrate that the services you propose address a specific ESOL need in your community by providing the following information.

• Describe your learners' needs and interests. Summarize their demographic characteristics, including neighborhoods of residence in Boston, first languages, countries of origin, ages, and educational and ethnic backgrounds.

• Document that the needs of this population of learners are not being met. For example, does your program have long a waiting list? Are there any other ESOL providers in your area? Pleas provide a schedule and rationale of the proposed schedule for the ENB project. State how your proposed class hours will conform to the daily schedules of the learners you plan to serve.

• How did you arrive at your approach to meeting this need? Who participated in your process of determining need? What was the input from adult learners and your staff? What was the role of other community members, including other neighborhood organizations and stakeholders involved in delivering educational or social services to the learners you plan to serve?

VII. Response to Need
Maximum points: 50 for sections A, B, & C
In responding to all questions of parts A, B, and C, explain what your program **does now** and if as a result of ENB funding there are substantial changes, describe if applicable what your program **will do** if it receives the support you are requesting. If your program does not have certain components in place at present, please talk about that. **Our focus is on your anticipated growth and your program's transitioning from where it is now to what it could become if funded and supported by the ENB project.**

A. Program Philosophy, processes, and methods:
Maximum points: 15
- Specifically discuss your program's philosophy/processes/methods with the following in mind:

- outreach and recruiting plan;

- intake and initial assessment of learners' educational level and needs;

- preferred teaching approach/es, methods and materials *(include in an appendix the materials and methods used in one lesson for a current class)*;

- approach to learner participation;

- methods for encouraging learner retention, including class scheduling;

- processes for identifying learner, class and community-related goals and for assessing progress toward those goals;

- approach to program administration and governance,

- provision of counseling and referral, including helping learners take next steps once their educational goals are achieved;

- ways of assessing individual and class progress in language proficiency.

- If your program uses technology for instruction, how do you use it?

- Provision and/or future effort moving toward workforce development activities.

B. Goals, Activities and Timeline for this Requested Project
Maximum points: 20
Tell us how your proposal will advance the ENB's goals of increasing the number and quality of slots available.
• What are your goals for this project?

• Describe your proposed activities as they pertain to your goals? What is your timeline?

• If you will require program assistance/technical assistance from ENB, describe what you will need. Requests for assistance based on your group's self-assessment will be viewed favorably. (Actual technical assistance will be tied to the goal setting conversations with ENB staff if your program is funded.)

C. Project Evaluation
Maximum points: 15

- How will you evaluate your attainment of the stated goals of this project?

- Describe the tools, processes, and people involved. If you receive a grant, we will refer to this section of your proposal in our site visits and reviews of your progress.

- Discuss your ability to collect student data on residency, enrollments, attendance, completions, number of terminations and the reasons for terminations.

- *Tell us what types of assessments your program use*

VIII. Staff Profile
Maximum points: 10
Staff Qualifications

• Who will be responsible for your proposed activities? Describe their responsibilities and qualifications.

• Attach key staff resumes and job descriptions for project staff. If a position is vacant, simply attach its job description.

• If your program is hiring a paid staff for the first time, please describe your plans for hiring and supervising paid staff if you are funded.

Staff Diversity
• Fill out the attached ENB Program Diversity Form.

• Are your staff and Board/Council representative of the community you are serving? If they are not, discuss your goals and efforts to make your staff and Board/Council more representative of the community you are serving.

Staff Development and Volunteer Training and Support
• Do you have staff and program development plans in place? How do you address staff development in your program? Give an example of how you addressed staff or program development needs in the last year. If you do not have a staff development plan, describe what your approach will be if you are funded.

• If your program uses volunteers to supplement the teaching adults receive, describe the hours and content of the initial volunteer training at your program.

Do you have a Volunteer Coordinator? Discuss any continuing support that is provided to your volunteers.

IX. Proposed Program Budget, Narrative and Timeline
Maximum points: 10
Agencies must use the attached ENB Budget Form and submit a separate budget for each year of this grant period. Indirect costs rate should be no more than 8%. The total costs of the budget should be reasonable and well explained.

In seeking to maximize the goals for this grant cycle, the ENB will use learners' progress in achieving their own goals and in acquiring English language skills as the primary criteria for evaluating program effectiveness.

X. Documentation and Evaluation of Learner Progress, Site Visits, Reporting and Documentation Requirements for funded programs

ENB's overall performance criteria for adult literacy programs are:
• documented learner progress toward achieving their goals;
and
• documented learner progress in cognitive and affective areas of learning.

Learners' Goals
We encourage teachers to use the classroom as a place for students to define goals together as a co*mmunity of learners*. Individual Learning Plans should contain individual as well as common class learning goals. Since our focus is on learners' *"progress"* toward their goals, there is no advantage in restricting learners to narrow, "reachable" goals that can be checked off as "done."

Learners' Skills
As we evaluate program performance, we will look for improvement in learners' English, literacy, and oral communication skills. These cognitive gains should accompany a growth in self-efficacy, or affective gains. Effective literacy programs enhance learners' confidence that they can master educational challenges and can follow through on their commitments.

Site Visit
In its selection process and during site visits, the ENB will evaluate the entire program. We will observe at least one class during site visits, and we expect to make at least two visits during the two-year grant period. Information relating to progress toward the predetermined goals for organizational development will be requested during these visits. Confidentiality requests will be respected.

• The reporting requirement consists of three reports for each year. A report is due at the end of each teaching cycle; some additional quantitative data and a qualitative summary will be required for each report. A final report is due 30 days after the end of the grant year. Forms for both reports will be mailed to grant recipients.

• The grant period for the upcoming fiscal year is July 1, 2006 to June 30, 2007. Contracts will be done on a yearly basis. The earliest possible start-up date for all projects is July 1st. Programs may propose a later start-up date but not beyond September 2006.

• Programs receiving grants should collect information on individual and aggregate learner demographic characteristics and progress, as well as daily attendance and retention rates.

• In managing their finances, programs are expected to follow standard accounting practices.

• Programs are expected to keep records that document the way they meet or are moving toward the criteria outlined in (Appendix One) on Indicators of Program Quality.

FUNDING DECISION MAKING PROCESS
Selection Criteria: The following will be the major criteria by which programs will be evaluated and selected for funding:

a. Creation of New Slots, maintaining and increasing ESOL Services
The major purpose of the ENB initiative is the creation of new slots as well as maintaining and increasing high quality adult ESOL services to reduce current waiting lists. This will be the most important selection criterion.

b. Overall Program Quality. The Indicators of Program Quality are detailed in Appendix One and Appendix Two (see page 10-14).
ENB is committed to developing high-quality ESOL education with its funding and technical assistance. *All* programs will be expected to meet or, if funded, be able to meet most or all of the basic benchmarks of an effective ESOL program outlined in Appendix Two by the end of the first two-year funding period. Programs that either have received public funding for adult literacy or that have been in existence for the past five years with a Board of Directors and paid staff will be expected to fulfill most or all of the more advanced criteria in Appendix One.

c. Organizational Capacity.
The applicant's capacity to deliver the ESOL services cited in the proposal, and if applicable, to make qualitative improvements will be a major consideration. The indicators of organizational capacity that will be considered are outlined in Appendix one. Both basic and more advanced standards for organizational capacity are included.

d. Commitment to Improvement
We anticipate that some applicants will meet minimum standards, but will seek to improve their overall program quality. A commitment to work on such improvements will be an important consideration.

e. Service to Underserved Areas or Populations
In making awards, ENB will consider the extent to which proposed projects will serve geographic areas or population groups that are demonstrably underserved by the current ESOL system.

f. Accountability and Evaluation
The organization's willingness and ability to track students and account for outcomes will be an important consideration. All funded programs are expected to participate in possible evaluation of ENB.

2. Review Process
All proposals will be reviewed by members of ENB Oversight committee and staff. Recommendations for funding will be subject to review, revision, and final approval by the Oversight Committee.

APPENDIX One

Benchmarks of Program Quality
We hope the ESOL community will join us in using these indicators in two ways:

(1) While we believe that these are the processes and products that are essential parts of effective ESOL programs, we do not expect every applicant will embody all of these indicators completely or in exactly the same way. **However, some are such basic benchmarks of program capacity to offer effective ESOL instruction that all programs we fund must incorporate them now or will incorporate them by the end of two years with the help of ENB funding and technical assistance. These basic funding criteria are listed below.**

(2) We also expect that *all* the groups we fund will move closer to incorporating additional indicators of quality during the next two years. The staff of the ENB will work with each funded program to create a set of shared expectations for what that program's targeted organizational goals will be for each year of the two year grant cycle.
It is movement toward these goals that we will evaluate, not the varied starting points. We expect all well-established programs with experience offering ESOL to be able to document that their programs already have some of these indicators in place. These criteria for future growth are listed in Appendix Two.

BASIC BENCHMARKS
CRITERIA ALL FUNDED PROGRAMS MUST EXEMPLIFY NOW OR BY THE END OF THE TWO-YEAR FUNDING PERIOD

Program Structure Indicators
• The program provides a minimum of 5 hours of instruction weekly and no less than a 12 week teaching cycle. [unless exceptions are explained.]

• Class times are scheduled to correspond to the needs of the targeted learner population.

• The program provides a class size of 5 to 20 learners per teacher depending on learner levels and abilities.

• Instruction is free or low cost

Curriculum Development Process Indicators
• The curriculum development process is participatory, negotiated and responsive to learners' needs, goals, and cultural and educational experiences and expectations. In some classes, this may involve balancing a commitment to participatory education with respect for learners'

expectations of more teacher-centered approach. We expect to provide technical assistance to any program needing help in moving toward a truly negotiated, responsive, participatory learning setting.

• Learners are helped to set Individual Learning Plans that encapsulate their own personal educational goals as well as goals they share with other learners in the class. Some of these goals may be community-related.

• English skills are taught using themes and content that are related to the interests, needs, and experience of the learners, including their educational, cultural and ethnic backgrounds.

• A variety of methods and materials are used, but they are all appropriate for the specific learners in the class.

• Learners are encouraged to take an active role in shaping the classroom curriculum and choosing specific topics.

Learner Indicators
• Learners are helped to make the transition to a job, or to higher education once they have completed their learning at the program.

• Learners are given the opportunity and training needed to participate in as many of the program's operations as possible, including, planning, outreach, evaluation, program governance, peer tutoring and mentoring, public relations, and advocacy.

• Learners have access to counseling about life issues that inhibit or prevent their participation in class.

Teaching Indicators
• Teachers are qualified and trained to teach adults from the target community.

• Teachers use participatory, learner-centered methods and materials.

• Teachers develop a curriculum plan that is tailored to each group of learners.

• Staff positions funded by the ENB Initiative are paid positions.

• The program provides opportunities for program-wide staff development, whether in-house or off site that is built into paid time.

• The program pays for at least 1 hour of prep time for each 3 hours of instruction for staff funded by the ENB Initiative.

Volunteer Indicators

• Volunteers are screened and matched to ensure they will be responsive to the needs and the educational, linguistic, and ethnic backgrounds of the adult learners.

• Efforts are made to find volunteers who reflect the ethnic and linguistic communities of the program's constituents.

• The program offers structured orientation and training and on-going support to all volunteers.

Support Services Indicators

• Learners, whose educational goals do not match the program's curriculum or schedule, are referred to other programs.

• Educational counseling is provided, including attention to attendance problems, learner progress, and intervention to solve learning barriers.

Organizational Capacity Indicators

• The program has a governing board.

• The program has a mission statement that specifies the program's goals and objectives and that reflects the needs of the community.

• The program has an annual budget that is approved by the board of directors.

• The program has a key person paid to carry out coordinating activities.

• The program reviews staff performance annually and encourages peer and mentor support.

• A program evaluation is conducted annually.

• Adequate classroom facilities and basic equipment are provided.

MORE ADVANCED BENCHMARKS

THESE ARE CRITERIA USED TO EVALUATE *MORE EXPERIENCED, ESTABLISHED PROGRAMS*; THESE PROGRAMS ARE EXPECTED TO EXEMPLIFY MOST OR ALL CRITERIA. THESE BENCHMARKS CAN ALSO FUNCTION AS FUTURE INDICATORS OF QUALITY FOR EMERGING PROGRAMS.

Program Structure Indicators

• The program provides a minimum of 8 weeks of instruction per cycle. [unless exceptions are explained.]

• The program provides inexpensive or free instruction.

- The program provides inexpensive or free instructional materials.

Curriculum Development Process Indicators
- Methods and materials are chosen that are appropriate for different learning styles.

- Different types of technology are integrated into the curriculum.

- Learner-generated materials are included in the curriculum.

Learner Indicators
- The learners are recruited from a well-defined population that is not being served, including people on program waiting lists.

- Learners' progress toward both their own goals and toward acquiring English skills is assessed regularly.

- Learners are helped to make the transition to another adult education or job training program.

- Support services are available that are tailored to the specific needs of the learners.

- Opportunities are given for learners to form support groups to work on issues that are important to them.

Teaching Indicators
- The program provides a living wage and benefits for all staff.

- An increasing number of staff positions are fulltime.

- Educational supervision and peer/mentor support are provided.

Volunteer Indicators
- At least 15 hours of initial training are required.

- Volunteer are trained to fill out periodic reports on their learners' progress.

- On-going support and training opportunities are made available to volunteers.

Support Services Indicators
- Life skills and general counseling is available, including referrals to other resources.

• The program addresses supportive services and referrals tailored to respond to the needs of its learners; these include, but are not limited to, childcare and transportation.

Organizational Capacity Indicators
• The program recruits staff and board members who reflect the racial, ethnic, and linguistic groups of their learners.

• The program has tax-exempt status.

• The program has written by-laws and policies.

• The program has an annual financial review or audit that is conducted by an external party.

• The program strives to diversify its funding sources.

• The program has a written personnel manual with job descriptions for all paid and volunteer staff.

• The program has the technological capacity necessary to serve its administrative and fundraising needs and the educational needs of its learners and staff.

• The program engages in planning for its own technological growth.

• The program seeks opportunities to connect with other local groups to map community assets and needs, and build linkages.

ENB PROGRAM INFORMATION

Program:		Contact Person:	
Address:		Telephone:	Fax:
Email:		Dates of Cycles:	

ALL ADULT LITERACY and/or Language CLASSES OFFERED BY PROGRAM

ESOL	Levels	Current # of slots	ENB Proposed # of slots	Fee for Service	Days & Times of classes
ABE					
GED					
EDP					
Other Classes					

*Reminder: If you offer fewer than five hours of instruction a week, less than 12 weeks or if you provide fewer than three levels of instruction, please provide an explanation.

SUPPORT SERVICES AVAILABLE

Counseling:	Vocational	Family	Substance abuse	Personal
Advocacy and referrals:				
Workshops:				
Child care:				
Transportation:				
Support Groups:				
Other:				

ENB BUDGET NARRATIVE

Please provide a budget narrative for all planned expenditures in any category in each sections of the budget
The following questions can be used as a guideline for preparing the narrative.

1. Staff Salaries- For every position listed under the staff salaries section, please attach a job
description, a resume, a brief description of their role in this project.

2. Fringe Benefits- Please provide an explanation of how the fringe rate was derived, i.e. what
    percentage is paid for Health Insurance, FICA, etc.

3. Operational/personel Costs- Please explain how the planned costs in each of these categories
     were determined:

   PROGRAM OPERATIONS/EXPENSES
     Program Supplies: What will be purchased, total estimated cost, unit price and quantity?
     How does it relate to the program?
     Printing: What will be printed? How many and for what cost?
     Postage: What and how many will be mailed at what cost?
     Dues/Pubs/Subs: What is being purchased at what cost?
     Advertisements: How many at what cost, for what purpose?
     Telephone: How has the telephone cost been determined, i.e., # of lines,
     percentage of time, etc.?

   TRAVEL
     Local Travel: How many trips, at what cost/trip, and the destinations? Number of MBTA passes?
     Other Travel: Reason for trips, destination, how many trips, and at what cost per trip?

   EQUIPMENT
     Equipment Purchase: What is being purchased at what estimated cost? How
     has this cost been estimated?

   OCCUPANCY COSTS
     Rent: How was the rent cost determined, i.e., square footage, proportionate
     to the amount of space occupied by program, etc.?
     Maintenance: How was the maintenance cost determined, i.e., square footage,
     proportionate to the amount of space used by the program, etc.?
     Other: What? How has the cost been determined?

   OTHER COSTS
     Other: What, at what cost

English for New Bostonians Program Budget Form

Program:

Address:

Contact Person: **Title:**

Telephone: **Fax:**   **Email:**

Annual Organization budget: **Amount requested:**   **From:**   **To:**

Staff	Position Title	Hourly rate	% Charged to ENB	% to other source	Total Salary
Total Staff Salaries					$

Program Fringe Benefits

Total salaries: X fringe Rate: %   = $

Program Operational Costs

Expense Classification	Amount		Expense Classification	Amount
Program Expenses			**Occupancy Costs**	
Program supplies			Rent	
Postage			Utilities	
Printing			Maintenance	
Books/publications			Other:	
Advertisements			**Furnishing & Equipment**	
training/workshops			Equip. purchase	
Telephone			Equip. Rental	
Other:			Equip. Supplies & Repair	
Travel Expenses			**Other Costs**	
Local Travel			Insurance	
Other Travel			Audit Fees	
			Needs Based Payments	
			Miscellaneous	
			utilities	
			Indirect Costs Rate (8% max)	
Total Operational Costs				
Grand Total (staff salaries+Fringe Benefits+Operational Costs)				
English for New Bostonians Fiscal Year 2006-2007 and/or FY 2007-2008				

English for New Bostonians
Program Diversity

Organization:						
Submitted By:						
Date:						
	African-American Female Male	Asian Female Male	Latino Female Male	White Female Male	*Other* Female Male	Total Female Male
Board						
Program Staff						
Administrators						
Support Staff						
Volunteers						
Adult Learners						
TOTAL						
Other Please specify population groups:						
English for New Bostonians Fiscal Year 06-07 and/or FY 07-08						